



The New York State Seal of Biliteracy



**A How-To Guide by Candace Black
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**THE STATE EDUCATION DEPARTMENT /
THE UNIVERSITY OF THE STATE OF NEW YORK**

Office of Bilingual Education and Foreign Language Studies

STATE SEAL OF BILITERACY PILOT IMPLEMENTATION

QUESTIONS AND ANSWERS

NEW YORK STATE SEAL OF BILITERACY BACKGROUND

Chapter 271 of the laws of 2012 (Section 815 of the Education Law) established the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in listening, speaking, reading and writing in one more languages, in addition to English. The New York State Seal of Biliteracy (SSB or “the seal”) represents a commitment on the part of the New York State Board of Regents and the Commissioner of Education to help students maximize their potential as learners and future contributors to the nation’s workforce in a competitive global market place. Implementation of this important law is intended to recognize those students in the State’s schools who possess, or have acquired (through study or experience) linguistic skills that meet a high standard of proficiency, as demonstrated by their performance on multiple measures in two or more languages. The SSB also furthers the Regents Reform Agenda, which seeks to promote students’ college -and career- readiness.

The New York State Education Department (SED) proposes to implement the SSB in two phases, beginning with a one year pilot implementation during the 2014-2015 school year. Upon assessment of that year’s implementation and adoption of enabling regulations by the Board of Regents, phase two will be statewide implementation of the SSB in the 2015-16 school year.

1. What is the pilot and its purpose?

The purpose of the SSB pilot is to work with charter schools and school districts that will voluntarily implement a one-year program for their students, which leads to a formal recognition of their proficiency and achievement in one or more Languages Other Than English (LOTE) and in English Language Arts (ELA). The proposed pilot program will gather both quantitative and qualitative information that will inform the statewide implementation of the SSB program, in accordance with Education Law, Section 815.

The pilot offers a unique opportunity for charter schools and school districts to help guide and inform this work. Implementation of the pilot will also strengthen

collaboration among schools and their districts, to promote the development of programs that are exemplary, sustainable, and applicable to other educational settings, and to serve the educational needs of students. Participating districts and charter schools will collect data and information on the design and implementation of their SSB pilot programs, including information on program successes and challenges, and share best practices, resources and materials with SED and other districts and charter schools, schools across the State.

The pilot will allow SED to work with a few selected school districts and charter schools to develop an SSB proposal for the rest of the State. It will also enable the chosen school districts and charter schools to implement their own SSB program for the 2014-2015 school year with their high school juniors and/or seniors, depending on the school's capacity, expressed interest, demonstrated commitment to language instruction, community support, etc.

The data and knowledge obtained from the pilot will inform the statewide implementation of the SSB as follows:

- Development of required criteria to determine a high level of language proficiency;
- Use of different language tools, including the Portfolio (e.g., Lingua Folio), to assess and document students' proficiency and achievement in one or more LOTE and in ELA;
- Determine best pathways for earning the SSB through a review of strengths and weaknesses;
- Identification of different program models for earning the SSB;
- Setting minimal and aspirational standards (i.e., cut scores) for determining student achievement and proficiency levels in LOTE and ELA that will earn the SSB.

2. What are the eligibility criteria for school district and charter school participation in the pilot?

All school districts and charter schools are invited to apply to participate in the SSB pilot. School districts will identify and recommend individual schools within their district that meet the established minimum eligibility criteria (below) for participation and to determine the LOTE(s) that will be the target of the pilot. Participating districts and charter schools should have a bilingual and/or ESL program, LOTE (minimum Checkpoints A, B, and C), or both. Regional BOCES, non-profit organizations and institutions of higher education may participate as partners with school districts and charter schools.

School districts and charter schools that wish to participate in the pilot will complete an application. The application will be reviewed by the SED's Office of Bilingual Education and Foreign Language Studies (OBEFLS) and will be evaluated based on any combination of items from the following list of eligibility criteria:

- Expressed interest;
- District, school, and community-wide support;
- Commitment to Bilingual Education, language teaching and learning, as demonstrated by the:
 - number of languages offered
 - extent of course offerings (i.e., levels of instruction beyond Checkpoint B)
 - access to college level enrollment (via special programs, courses, etc.)
 - nature of high school program offerings (e.g., course list, coordinated out of school and other extra-curricular activities)
 - International Baccalaureate program
- Experience with portfolio assessment;
- Student achievement as demonstrated by the number of students:
 - meeting requirements of the Regents diploma with an advanced designation through LOTE (i.e., Checkpoint B);
 - taking one or more LOTE at Checkpoint A
 - taking one or more LOTE at Checkpoint B
 - taking one or more LOTE at Checkpoint C and beyond; taking and passing externally validated assessments (e.g., Advanced Placement (AP), or SAT II)
 - taking and passing locally developed courses and exams at Checkpoint C and beyond

School districts and charter schools will be invited to an orientation session held by SED, designed to acquaint them, before they submit their applications, with the specific details concerning the SSB and the implementation of the pilot.

School districts and charter schools will be encouraged to consider collaboration with institutions of higher education (IHEs), Board of Cooperative Educational Services (BOCES), Regional Bilingual Education Resource Networks (RBERNs), Community-based Organizations (CBOs), professional organizations and other schools and districts.

3. What is the school district and charter school required to do as a participant in the SSB pilot?

Participating school districts and charter schools will be required to do the following:

- Attend all meetings, information sessions, or professional development workshops that are scheduled by SED on the implementation of the SSB program.

- Appoint or assign a district level coordinator who will be responsible for oversight and management of the SSB implementation plan within the district.
- Develop an SSB program implementation team with members that represent each of the district's schools that are involved in the SSB implementation pilot.
- Develop an SSB implementation work plan that includes student recruitment and community outreach strategies as well as strategies for establishing partnerships with other agencies, organizations, institutions of higher education, etc.
- Develop a parental outreach plan designed to promote a partnership between the parents of SSB candidates, the community and the school district or charter school where the child attends.
- Develop mechanisms for measuring student outcomes (i.e., high levels of biliteracy), within the framework of the Common Core Learning Standards, the National Standards for Learning Languages and the New York State Standards for LOTE.
- Develop formal identification criteria for determining a high level of language proficiency, via three different instructional pathways: LOTE, Bilingual Education and Immigration/Residence/Experience in a LOTE environment.

4. What benefit does the school district or charter school derive from participation?

School districts and charter schools will derive a number of benefits from participation in the SSB pilot, including but not limited to the following:

- The opportunity to establish links with other agencies, community based organizations, as well as other (national and international) entities that are committed to the concept of biliteracy;
- The opportunity to serve as a showcase for best practices in the area of language development and foreign language instruction;
- Enhanced partnerships with IHEs that may serve as receiving institutions for SSB awardees;
- The opportunity to support the development of bilingual learners and future contributors to the global workforce;
- Increased awareness and support for the development of biliteracy among parents, students and the community;
- Special Commissioner's recognition as a participating district/charter school;

5. What benefits do students derive from participation?

Students who are candidates for the SSB will benefit from their participation in this pilot by being able to:

- perform at a high level of proficiency in two or more languages;

- receive, upon graduation from high school, formal recognition for their achievement in the area of biliteracy;
- list the State Seal of Biliteracy as a graduation distinction on their applications for admission to institutions of higher education and/or employment.

6. What are the expected costs of the pilot and how will the program be funded?

Currently, there are no funds allocated for this program; therefore, school districts and charter schools will be expected to use existing funding sources to cover any expenses related to implementation (with technical support from SED).

7. How do school districts and charter schools apply to participate in the SSB pilot?

School districts and charter schools must express interest in applying by attending the scheduled orientation session and completing a written application to participate in the SSB pilot. Following the orientation session, participating charter schools and districts can submit additional questions for clarifications; these questions will be incorporated into an electronic Q&A document which will be distributed to everyone who attended the orientation session.

8. Where can school districts and charter schools apply?

School districts and charter schools that are interested in participating in the SSB pilot must attend the scheduled orientation session and submit an application (which can be found at: _____) to the attention of:

Silvestre S. Wallace

Associate, NYSED

OBEFLS

55 Hanson Place.

Fifth Floor, Suite 594

Brooklyn, NY 11234

swallac2@mail.nysed.gov

What is the Seal of Biliteracy?

- ▶ An award given by a school, district or county office of education in recognition of students who have studied and attained proficiency in two or more languages (one of which is English) by high school graduation
- ▶ Takes the form of a gold seal that appears on the transcript or diploma of the graduating senior
- ▶ Can also be accompanied by a medal, certificate or other regalia at the discretion of the school

Preliminary Steps:

- Identify team who will carry out the implementation
- Review committee's charge and establish a timeline for implementation

Step 1: Clarify our purpose in establishing the Seal of Biliteracy and Pathway Awards Program:

1. To recognize student achievement in two or more languages
2. To encourage pupils to develop biliteracy skills and continue second language study throughout their educational careers
3. To recognize and honor East Irondequoit's rich and diverse language assets
4. To promote world language instruction in our schools
5. To provide employers with a method of identifying people with language and biliteracy skills

Step 2: Decide levels at which awards are given

Timeframe for giving the awards

A logical time to give these awards is at critical juncture points (terminal year in each school, NYS Checkpoints, transition years where traditionally enrollment drops)

- @ the end of 2nd grade (as of the 1st planned award ceremony, these students will have had 2 years of instruction in LOTE)
- @ the end of 5th grade
- @ the end of 8th grade (checkpoint A)
- @ the end of 10th grade (checkpoint B)
- @ the end of 12th grade (checkpoint C)

Types of awards

1. Pathway to Biliteracy Awards (2nd – 10th grades)
2. Seal of Biliteracy (12th grade)

Format of awards

1. Pathway to Biliteracy Awards – certificate + ribbon
2. Seal of Biliteracy – seal on diploma, certificate, ribbon/trophy
3. District budget to purchase these supplies? Local sponsorship?
4. Question to NYSED – does NYS provide the seals?

Ceremonies – attempt to piggyback on currently existing ceremonies such as Flag Day for elementary schools (K-2), Moving Up Day for grades 3-5, and award ceremonies at EIMS and EHS.

Step 3: Determine criteria for receiving the award

Level	LOTE students	ESL students
2nd grade	All students who are passing their LOTE and ELA classes AND who complete 1 age-appropriate task (see next page)	All students who are passing their ESL and ELA classes AND who complete 1 age-appropriate task (see next page)
5th grade	All students who are passing their LOTE and ELA classes AND who complete 1 age-appropriate task (see next page)	All students who are passing their ESL and ELA classes AND who complete 1 age-appropriate task (see next page)
8th grade	All students who have at least a 2.0 in each of their LOTE and ELA classes AND who complete 1 age-appropriate task (see next page)	All students who are passing their ESL and ELA classes AND who complete 1 age-appropriate task (see next page)
10th grade	All students who have at least a 2.0 in each of their LOTE and ELA classes AND who complete 1 age-appropriate task (see next page)	All students who are passing their ESL and ELA classes AND who complete 1 age-appropriate task (see next page)
12th grade	All students who have at least a 3.0 in each of their LOTE and ELA classes AND an overall 11 th /12 th grade GPA of 2.5 or better.	All students who have at least a 3.0 in each of their ESL (or have tested out) and ELA classes AND complete an oral presentation in the native language reviewed by a native speaker and write a 200-word essay in English on a topic related to bilingualism/biliteracy

Age-appropriate tasks demonstrating proficiency/literacy in two or more languages

Task	2nd – 5th graders	8th graders	10th graders
Documentation of active use of two languages (parent letter, home visit)	X	X	
A written essay on why bilingualism is important to the student personally, to his/her community and to the world	X	X	X
A written essay on why knowing multiple languages is important	X	X	X
Oral presentation about 3-5 careers where bilingualism is important and why and how bilingualism is a benefit in those careers	X	X	X
A personal response essay to having attended two cultural events from the second language/culture being studied	X	X	X
A personal reflection on the learning of multiple languages and how it has enriched the life of the student.	X	X	X
An oral presentation about the student’s native culture made in English to his/her fellow students (“Broaden your horizons seminar”)		X	X

Step 4: Engage policy bodies in establishing and recognizing the award

- Work with school board members to draft a resolution honoring multilingualism
- Make presentations at the Board of Education with students and parents

Step 5: Draft the resolution or policy statement

- Work with central office to draft the board resolution or policy
- Develop the Administrative Regulations with the criteria and implementation
- Submit the resolution or policy for Board of Education approval
- Gather students, parents, teachers, principals and university partners to speak on the benefits of the Seal of Biliteracy
- Notify press once the resolution or board policy passes

NOTE: Steps 6-8 should be done simultaneously.

Step 6: Modify transcripts (allow 12 weeks)

- Contact all Guidance Counselors to let them know about the board policy and that a new field needs to be added to the transcripts
- Decide where it will fit on the transcript, if an icon will be used, etc.
- Work with Counseling to add this to the official transcript

Step 7: Develop the Seal Award (allow 8-12 weeks)

- Decide the type of award (certificate, ribbon, trophy, medal, pin, etc.)
- Have someone design the logo to be used for any awards
- Find a company who can produce the award with your logo

Step 8: Identify Students (allow 12-16 weeks)

- Work with the office in charge of student data; run a query to identify students who qualify for the seal / the award
- Create a student application for the Seal of Biliteracy for any students who might have been missed in the initial identification process
- Meet with high school principal and provide them with the board policy, administrative regulations, and student application
- Determine who will distribute and collect the student applications along with verification documents (e.g., grades, etc.); collect and evaluate all application by the end of April
- Verify all student documents and approve students for the award

Step 9: Deliver the Seal Awards (at least 2 weeks before graduation)

- Deliver the Seal of Biliteracy awards, certificates and list of students to each school

Step 10: Celebrate the Students

- Host an award ceremony to honor students who earn the Seal of Biliteracy/the Pathway Award!



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Office of Bilingual Education and Foreign Language Studies

New York State Seal of Biliteracy Program

APPLICATION GUIDANCE

**PURPOSE OF THE STATE SEAL OF BILITERACY PROGRAM IMPLEMENTATION AND
DESIGN PILOT**

The purpose of the State Seal of Biliteracy (SSB) Pilot is to gather information which will inform the full implementation of the SSB. The pilot initiative offers a unique opportunity for school districts and charter schools to help inform and guide this work. We are looking for innovative ways to measure a student's bilingual ability, especially for students of low incidence languages. The pilot will help to develop solutions based on lessons derived from pilot implementation, within the context of a diverse (cultural/linguistic) student population. School districts and charter schools will gather information on program success and challenges, and post best practices. Lessons derived from the pilot will be helpful in a number of areas, among which are:

- Development of required criteria to determine a high level of language proficiency;
- Use of various language tools, including the Portfolio (e.g. Lingua Folio), to assess and document students' proficiency and achievement in one or more LOTE and in English Language Arts (ELA);
- Determine best pathways for earning the SSB through review of strengths and weaknesses;
- identification of different program models for earning the SSB; and
- setting minimal and aspirational standards (i.e. cut scores) for determining student achievement and proficiency levels in LOTE and ELA that will earn the SSB;

GOALS OF THE NEW YORK STATE SEAL OF BILITERACY PROGRAM

The goals and objectives of the pilot are consistent with the Regents Reform Agenda, which seeks to promote and support students' college -and career- readiness. The programs' curriculum and instruction must be aligned with the Common Core Learning Standards. The programs must be in compliance with all applicable State and Federal guidelines and regulations concerning the delivery of instruction and assessment of proficiency levels in languages other than English (LOTE) and bilingual education.

The ultimate goals of the State Seal of Biliteracy are to ensure that participants:

- develop high levels of proficiency in their native language and in their second language;
- meet Common Core Learning Standards and perform at or above grade level in academic areas;
- pass the State assessments in the core subjects and in ELA;
- receive proper recognition (via certificate, , college level credits and enrollment privilege, or other types of awards) from school districts and charter schools, based on their demonstrated linguistic skills;
- develop as bilingual learners and future contributors to the global workforce.

Students may earn the State Seal of Biliteracy by meeting the following minimum criteria (or pathways):

1. In LOTE

- Successful completion of all required units (levels) of instruction at middle and high school levels (per LOTE guidelines)
- Passing the relevant Checkpoint assessments for each level of instruction, including advanced placement, per LOTE guidelines
- Completion of all ELA requirements for graduation with an overall grade point average of 3.0 (or 80) in those classes

2. In English

- Successful completion of all units of instruction in ELA
- Passing the ELA Regents exam (with a 75 or higher)
- Successful completion of coursework in all content areas
- Passing all content area Regents exams (with a 70 or higher)

3. In Bilingual Education

- Successful completion of all required units of instruction in native (or heritage) language arts (per CR. Part 154 guidelines)
- Successful completion of all required units of instruction in ESL (per CR Part 154 guidelines)
- Scoring 'proficient' on the NYSESLAT exam
- Successful completion of coursework in all content areas, in native language and ESL
- Passing all content area Regents exams (with a 70 or higher)

4. Immigration/Residence/Experience in a LOTE Environment

- Demonstrated (high level) proficiency in all four modalities, based on performance on an approved native language assessment instrument (i.e. portfolio, standard assessments)

- Successful completion of coursework in all content areas in English
- Passing the ELA Regents exam (with a 75 or higher)
- Passing all required content area exams (with a 70 or higher)

School districts and charter schools are encouraged to consider additional criteria that students could meet in all four modalities which could serve as evidence of a high degree of proficiency, and a mechanism for measuring attainment of these criteria.

NEW YORK STATE SEAL OF BILITERACY CRITERIA

School districts and charter schools are invited to participate in the pilot project, provided they meet the following minimum eligibility criteria:

- Expressed interest
- District, school, and community-wide support
- Commitment to Bilingual Education, language teaching and learning, as demonstrated by:
 - number of language offerings
 - extent of course offerings (e.g., Levels IV and beyond, or College in High School programs)
 - access to college enrolment (via special programs, courses, etc.)
 - nature of high school program offerings (such as course lists, coordinated out of school and other extra-curricular activities, etc.)
- Experience with portfolio assessment;
- Student achievement as demonstrated by the number of students:
 - meeting requirements of the Regents diploma with an advanced designation through LOTE (i.e., Checkpoint B);
 - pursuing advanced language studies (as evidenced under bullet #3 above);
 - taking and passing external assessments (e.g., Levels IV and beyond; College in High School programs; college level enrolment; AP, SATII programs, etc.)

School districts and charter schools should consider collaboration with IHEs, BOCES, RBERNs, CBOs, professional organizations and other districts and schools.

FUNDING

Currently, there are no funds allocated for this program; districts/charter schools will be expected to use existing funding sources to cover implementation expenses (with technical support from SED).

OTHER REQUIREMENTS

School districts and charter schools are invited to participate in the State Seal of Biliteracy Pilot on a voluntary basis. Public school districts will reserve the right to identify and recommend individual schools within the district that meet the established minimum criteria for participation and to determine the LOTE(s) that will be the target of the pilot. Participating districts and charter schools should have a bilingual/ESL program, LOTE (minimum Checkpoints A, B, and C), or both. Applications for programs in all language groups at the high school level are encouraged. Participating ELL/LOTE students must be provided the amount of ELA/Native Language Arts/LOTE instruction that is specified in relevant regulations and guidelines (i.e. CR Part 154 and LOTE guidelines). The Common Core Learning Standards, National Standards for Learning Language and the NY State Learning Standards for LOTE must be adhered to, for native (L1) and second language development. The program, curriculum, instruction and assessments, must be aligned with the Common Core Learning Standards for all core subjects.

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Office of Bilingual Education and Foreign Language Studies

New York State Seal of Biliteracy Implementation and Design Pilot Program

APPLICATION COVER PAGE

NAME OF DISTRICT/SCHOOL: _____

CONTACT PERSON: _____ TITLE: _____

ADDRESS: _____

TELEPHONE: _____ FAX: _____

E-MAIL: _____

I hereby confirm my district/school's wish to participate in the State Seal of Biliteracy Pilot Program and I certify as the applicant's chief administrative officer that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify that any ensuing program and activity will be conducted in accordance with all applicable State regulations, application guidelines and instructions.

Signature of Chief Administrative Officer	Date
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Name and Title of Chief Administrative Officer

APPLICATION CHECKLIST

A complete application consists of the following items in the following order. Please indicate with a **checkmark** that all the required documents in the following order are included in your application.

- ☐ **COVER PAGE WITH ORIGINAL SIGNATURE OF CHIEF ADMINISTRATIVE OFFICER**
- ☐ **LETTER OF INTEREST**
- ☐ **PROGRAM NARRATIVE**
 - Contextual Overview
 - Introduction
 - Evidence of Support for the Program
 - Program Design
 - Research-Based Program Design
 - Program Overview
 - Instructional Program Component

- Sustainability
 - Program Coordination and Management
 - Evaluation

PROGRAM NARRATIVE

The following items must be addressed in the program narrative and should not exceed 5 typed pages with 12-point font.

CONTEXTUAL OVERVIEW (30 POINTS):

1. Program Description: (15)

Provide a brief description of the school district/charter school and the unique factors that make it a potential site for an SSB pilot. Indicate why the district/charter school wishes to implement an SSB pilot. Include a brief description of the current educational program provided to ELLs and LOTE students, or other students that may qualify.

Please fill in the columns that are applicable:

PROGRAM	YES	NO	LANGUAGE(S)	NUMBER OF STUDENTS
LOTE				
AP LANGUAGE				
BILINGUAL				
ESL				
OTHER				

2. Evidence of Support for the Program: (15 points)

- Describe how administrators, educators, parents, students and, if applicable, members of the community will be involved

PROGRAM DESIGN (50 POINTS):

3. Research-Based Program Design: (20 points)

- Describe the SSB pilot design that will be implemented, based on the capacity of the district/charter school.
- Describe the standard(s) by which the district/charter school will measure the proficiency levels (in native and second language) of students who are enrolled in the above listed (LOTE, Bilingual and ESL) programs as well as those students who belong to other (immigrant, non-LOTE, non-ELL) qualified populations.
- Describe how the native and second language(s) will be utilized for instruction of ELLs across content area and grade levels for the duration of the pilot (if applicable).
- Describe any support mechanism that will be put in place to help recruited students achieve the standard.

4. Program Overview: (15 points)

- List the school(s), grade levels and the languages to be involved in the pilot.
- List the proposed teachers by area of certification and language qualification.
- Describe the target population and criteria for inviting students to participate in the program. Describe how parents will be notified about the program.
- List any organizations with which the district will form a partnership.

5. Instructional Program Component: (15points)

- Provide measurable objectives for the proposed SSB pilot, including the number of (projected) student graduates of the program, proficiency levels and language(s) of instruction.
- For each objective indicate the activities, time-frame, language(s), grade(s), performance standards, expected performance level, and assessment instrument.

Describe if and how instructional technology will be integrated into the program.

SUSTAINABILITY (20 POINTS):

6. Program Coordination and Management: (15 points)

- Identify the staff responsible for the management of the pilot, including their responsibilities and qualifications (certification). Project staff should possess expertise in bilingual, ESL, or LOTE education, proficiency in English and the target language(s) other than English, and be familiar with the history and culture of the students in the pilot.
- Describe the parent outreach plan.
- Describe the school's strategic plan for professional development or support.

7. Evaluation (5 points)

- Describe the mechanism that the district will use to evaluate the program and how pilot outcomes and structure will lead to a Seal of Biliteracy.

New York State Seal of Biliteracy PROGRAM NARRATIVE

1. Program Description

Susan E. Wagner High School has a total student population of over 3,400 students, with approximately 150 students in our ESL program. Students come from a range of countries and speak a variety of languages; as a school, students speak over 40 languages. Languages spoken by Susan E. Wagner High School's English Language Learner (ELL) population include, but are not limited to, Spanish, French, Russian, Arabic, Chinese, Albanian, Urdu, Burmese, and Krio. Our Languages Other Than English (LOTE) department boasts a comprehensive language track for most languages that includes Advanced Placement and college credit-bearing courses through the St. John's University College Advantage Program. The languages offered at Susan E. Wagner High School are Spanish, Italian, French, and Latin.

Susan E. Wagner High School recognizes the need for students to be proficient in more than one language, as well as the unique opportunity for ELLs to be recognized for their native language proficiency as they improve upon and ultimately attain English language proficiency. As such, the school aims to provide an accessible, rigorous, and comprehensive educational program that both promotes and enhances students' proficiency in more than one language. Susan E. Wagner High School is excited about the opportunity to partner with the New York State Education Department in an effort to recognize students who meet these rigorous criteria.

ELL students receive ESL instruction as per New York State English as a Second Language Assessment Test (NYSESLAT) results, in accordance with Chancellor Regulation Part 154. ELLs are also enrolled in ESL-formatted content area classes, where scaffolding, differentiated instruction, and a buddy system are among the methodologies employed. ELLs who speak Spanish as a first language are encouraged to participate in the school's native language course, taught completely in Spanish and serving as a pathway toward Advanced Placement courses.

Students who participate in the Susan E. Wagner High School LOTE program are encouraged to continue their studies beyond the one year LOTE requirement in New York State. The school offers a four-year track of language for most languages, and students culminate their studies with either New York City-approved LOTE assessments, Advanced Placement courses, and/or St. John's University College Advantage Courses.

2. Evidence of Support for the Program

Administrators at Susan E. Wagner High School will support the State Seal of Biliteracy in a multitude of ways. They will inform teachers of professional development opportunities pertaining to the Seal, and will afford provision for necessary materials toward the ends of obtaining the Seal. Educators will also seek professional development and monthly meetings will be held between ESL teachers and content area teachers to discuss program progress and development. Parents will be informed, in their native language, of the school's participation in the program and program developments.

3. Program Overview and Design

Program implementation will involve the following procedures and assessments for evaluation:

- All Juniors and Seniors at Susan E. Wagner High School with no less than two (2) years of LOTE will be assessed. This allows such students to move to the higher-level courses culminating in Advanced Placement and college-level courses. All Junior and Senior ELLs will be involved in the pilot.
- The school will follow the benchmarks set by the State as they pertain to Regents scores and bilingual assessments. In addition, Susan E. Wagner High School will set the following benchmarks:
 1. LOTE: Obtaining a score of 85+ on a New York City-approved LOTE exam, *and* maintaining an average of 85+ on post-LOTE coursework.
 2. ELLs: ELL students, in lieu of a 75+ on the ELA Regents, can score a 580 or more on the SAT exam.
- Susan E. Wagner High School will work diligently to apprise parents of student involvement in the pilot program. All efforts will be made to contact parents in their native language through phone, email, and mail correspondence. Information will also be posted on the school's website.
- Despite not having a dual language or transitional bilingual education program, Susan E. Wagner High School remains committed to serving the linguistic needs of its ELL population. The native Spanish course affords students the opportunity to strengthen their Spanish skills, while learning skills to build English proficiency. In ESL and content-area courses, students are accommodated with bilingual glossaries, translated versions of exams (where available), and weekly involvement with Achieve3000. Students are also involved in language tutoring, language resource center, and the language computer center when there is a need.
- Susan E. Wagner High School has partnerships with various elementary schools, where LOTE students perform student teaching. ELL students have similar opportunities within Susan E. Wagner High School. Additionally, the school partners with St. John's University for their College Advantage Program. All students involved in the St. John's program have access to full facility use as St. John's University students.

4. Instructional Program Component

At Susan E. Wagner High School, there are approximately 170 LOTE students already eligible for the State Seal of Biliteracy through current Advanced Placement/college credit-bearing courses in Spanish, Italian, and French. These students have also met the State Regents requirements. The school is also educating approximately

60 ELL students currently eligible for the State Seal. While still in ESL courses, they are making consistent progress toward proficiency.

Measured objectives like Regents exams, NYSESLAT, and Advanced Placement exams, as well as St. John's University course requirements, will be monitored throughout the pilot. Current 11th and 12th grade LOTE and ELL students will be involved in the pilot and closely monitored for progress. Each class is 46 minutes in length, five days a week; ELL students are provided additional minutes as per CR Part 154. Every student is expected to reach the benchmarks prescribed by New York State and by Susan E. Wagner High School and the aforementioned assessments will be used to monitor such achievement.

Software like Achieve3000, BrainPoP, Quia, and Rosetta Stone are all used for the purposes of strengthening language acquisition and proficiency in LOTE and ELL students.

5. Program Coordination and Management

The State Seal of Biliteracy will be managed and executed through a team effort. The team is comprised of:

- Michael Ambrosino, Administrator (Assistant Principal, LOTE/ESL)
- Daria Corzani, ELL Coordinator/Italian Teacher
- Madeline Lombardi, ESL Teacher
- Paola Gambino, Italian/ESL teacher
- Stefania Blandi, Grade Advisor/Teacher (Guidance, Spanish)
- Amparo Caruso, Spanish Teacher
- Esperanza Castro, Spanish Teacher
- Hope Cipollo, Spanish Teacher
- Nidai Ibrahim, Spanish/Latin Teacher
- Lindsay Montana, Coordinator of Academy of Language and Culture, Spanish Teacher
- Peter Orleman, Spanish Teacher
- Carol Torres, Spanish Teacher
- Jessica Velez, Spanish/French Teacher
- Leonarda Violante, Italian Teacher

Susan E. Wagner High School will work diligently to apprise parents of student involvement in the pilot program. All efforts will be made to contact parents in their native language through phone, email, and mail correspondence. Information will also be posted on the school's website.

Educators will seek professional development and monthly meetings will be held between ESL teachers and content area teachers to discuss program progress and development. Meetings will be held before major assessments as well to discuss accommodations for exams and expectations of students. Professional development is provided by the New York City Department of Education in various capacities. Additionally, any professional development received outside of the school building is then used to turnkey information to educators within Susan E. Wagner High School.

6. Evaluation

At this point, it is not clear how the New York City Department of Education in general, and District 31, in particular, will assess the State Seal of Biliteracy pilot. However, Susan E. Wagner H.S. will utilize the results of various assessments to measure the success of the program. These will include the benchmarks set forth by the State as they pertain to Regents scores and bilingual assessments, NYC approved LOTE exams, AP exams, NYSESLAT, and success in St. John's University College Advantage classes. It is our belief that positive assessment of the program will lead to increased enrollment and to provide an ever increasing number of students who wish to pursue the State Seal of Biliteracy.

**THE STATE EDUCATION DEPARTMENT /
THE UNIVERSITY OF THE STATE OF NEW YORK**

Office of Bilingual Education and Foreign Language Studies

State Seal of Biliteracy Pilot implementation Program

To: NY State Local Education Agencies **(districts/charter schools)**

We are pleased to announce the New York State Seal of Biliteracy (SSB or “the seal”) Initiative. It represents a commitment of the New York State Board of Regents and the Commissioner of Education to help students maximize their potential as learners and future contributors to the nation’s workforce in the competitive global market. This initiative is intended to recognize those students in the State’s public schools who possess, or have acquired (through study or experience) linguistic skills which meet a high standard of proficiency, as demonstrated by their performance on multiple measures. The initiative also furthers the Regents Reform Agenda, which seeks to promote students’ college-and career-readiness. Similar initiatives have been successfully implemented in a number of states and cities across the country, including California, Washington State and the city of Albuquerque in New Mexico.

We are planning to implement the State Seal of Biliteracy Program (SSB) in two phases, beginning with a one-year Pilot Implementation (during the 2014-2015 academic year) which, upon adoption of enabling regulations by the Board of Regents, will be followed by a full statewide implementation in the 2015-16 school year. At this time, we are inviting interested school districts and charter schools which have a commitment to bilingual education and/or foreign language instruction to participate in the Pilot Implementation phase.

The purpose of the SSB Pilot is to work with school districts and charter schools that will voluntarily implement a one-year program for students, which leads to a formal recognition of their proficiency and achievement in one or more Languages Other Than English (LOTE) as well as in English (ELA). The proposed pilot program will gather both quantitative and qualitative information that will inform the full implementation of the SSB program, as per requirements of the approved legislation.

The pilot offers a unique opportunity for school districts and charter schools to help guide and inform this work; it will afford districts and charter schools the opportunity to develop innovative ways of measuring and creating an approved pathway to the attainment of the State Seal of Biliteracy, especially in the case of low incidence languages. This program also seeks to strengthen collaboration among districts and charter schools to promote the development of programs that are exemplary, sustainable, and applicable to other educational settings, and to serve the educational needs of students. Participating districts and schools will collect data and information on the design and implementation of their SSB

pilot programs, including information on program successes and challenges, and share best practices, resources and materials with districts and schools across the State. Please refer to the attached State Seal of Biliteracy Pilot Implementation Program Question and Answer document for more specific information.

You are invited to an orientation session to acquaint potential participants with the specific details concerning the SSB and the Pilot Implementation Program. It has been scheduled for February __, 2014, at _____. Please send your confirmation of attendance to Silvestre S. Wallace at swallac2@mail.nysed.gov by _____.

With kind regards,

Angelica Infante
Associate Commissioner
NYSED
Office of Bilingual Education and
Foreign Language Studies

Letter to Parents – Presentation of the Seal of Biliteracy



EAST IRONDEQUOIT CENTRAL SCHOOL
EASTRIDGE SENIOR HIGH SCHOOL
2350 EAST RIDGE ROAD
ROCHESTER, NY 14622

(585) 339-1450 • FAX (585) 339-1459
<http://eicsd.k12.ny.us>

Candace Black
IB Program Coordinator
(585) 339-1547
Candace_black@eastiron.monroe.edu



Saturday, March 05, 2016



Dear Paige & Parent(s)/Guardian(s):

On July 31, 2012, the New York State Seal of Biliteracy was passed by the legislature and signed into law by Governor Cuomo to recognize high school graduates who have attained, “a high level of proficiency in listening, speaking, reading and writing in one or more languages, in addition to English.” The 2014-15 school year was identified as a pilot year for this recognition with only selected districts participating across the state, one of which was Eastridge High School. The criteria for earning the Seal is now in the hands of the Board of Regents, who may vote it into law as soon as this April. If this happens, Paige could be among the very first students in New York State to receive this honor.

In anticipation of being one of the first schools in New York State to offer the designation of “State Seal of Biliteracy” to members of the class of 2016, Paige is being invited to apply based on the following criteria:

- Achieving an 85% or higher in her foreign language class or being identified as a speaker of a home language other than English
- Achieving an 85% or higher in her English class.
- Achieving an 80% or higher overall average of all other classes.

If Paige is interested in earning this Seal, she is asked to attend an informational meeting on **Wednesday, January 27 from 2:30 – 3:00 p.m. in room N1**. If there is a conflict with this meeting time, she should contact her foreign language teacher prior to this date to express interest in this unique opportunity. At this meeting, teachers will go over the criteria to earn the Seal, including:

- Maintaining a 3.0 GPA (85%) or higher in her English class;
- Maintaining a 3.0 GPA (85%) or higher in her LOTE class or demonstrating proficiency in her home language other than English;
- Maintaining an overall 2.5 GPA (80%) higher;
- Submitting samples of work to her portfolio from assignments completed as part of her regular English/foreign language coursework.

Paige’s work will be assessed using specified rubrics, and will be reviewed by a team of evaluators to determine whether she qualifies for the Seal of Biliteracy. Students receiving the district’s Seal of Biliteracy will be acknowledged with a certificate of achievement, a notation in the graduation ceremony program, and will be able to publicize this accomplishment with colleges and future employers.

"BUILDING A FUTURE, ONE STUDENT AT A TIME

If you have any questions regarding the Seal of Biliteracy, please contact Paige's world language teacher, her English teacher, or myself. Thank you for your consideration in this matter.

Sincerely,

Candace R. Black
IB Coordinator

Letter to Parents – Notification of Attainment of the Seal



EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
ADMINISTRATIVE OFFICES
600 PARDEE ROAD
ROCHESTER, NY 14609
(585) 339-1200 • FAX (585) 288-0713
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Susan K. Allen
Superintendent of Schools

Miryam Matulic-Keller, Ed. D.
Assistant Superintendent for Instruction
(585) 339-1250
Miryam_Matulic-Keller@eastiron.monroe.edu

June 12, 2015

Dear Sebastian & Parent(s),

On July 31, 2012, the State Seal of Biliteracy was passed by the legislature and signed into the law by the governor to recognize high school graduates who have attained “a high level of proficiency in listening, speaking, reading and writing in one or more languages, in addition to English.” The 2014 – 2015 school year was identified as a pilot year for this recognition with only selected districts participating across the state. East Irondequoit CSD is one of the districts piloting the Seal of Biliteracy and was selected by submitting a proposal outlining the steps taken to identify and evaluate students who would receive this prestigious recognition.

Sebastian was invited to participate in the formal process and evaluation required to earn the Seal of Biliteracy by June 2015. He was initially identified based on the following criteria:

- Possessed a strong command of a second, home language.
- Achieved an 85% or higher in his English class.
- Achieved an 80% or higher overall average of all other classes.

Sebastian has met the identified criteria listed below to be awarded with East Irondequoit CSD Seal of Biliteracy as a graduate of the 2015 senior class.

- Maintained a 3.0 GPA (85%) or higher in his English class.
- Maintained an overall 2.5 GPA (80%) higher.
- Submitted specific samples of work in Polish, meeting a determined level of proficiency.

Students receiving the East Irondequoit CSD Seal of Biliteracy will be recognized at the World Languages Graduation Ceremony to be held on Friday, June 12th during 1st block in the auditorium. In addition, a special SSB notation in the graduation program will identify these students.

Congratulations on meeting the rigorous standards required to receive this distinguished recognition! Achieving academic proficiency in listening, speaking, reading, and writing in more than one language represents a valued skill set in the 21st century global environment. We wish you the greatest success in your future endeavors.

Sincerely,

Mary Grow
Director of Secondary Education

Timothy Heaphy
Eastridge High School Principal

Certificates for Students have earned the Seal

The East Irondequoit Central School District
proudly presents the

Seal of Biliteracy

to

Stephanie Wojnoswki



for successfully completing the requirements of the
Seal of Biliteracy, demonstrating academic
proficiency and literacy in English and in French
on this 12th day of June 2015.

Dr. Miryam Matulic-Keller
Asst. Superintendent for Instruction

Mrs. Mary Grow
Director of Secondary Education